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ABSTRACT

Librarians must find ways to meet the information needs of patrons with various disabilities. The Americans with Disabilities Act codified what librarians have long espoused: equal access to information for people with any type of disabling condition. This study's objective was to identify and examine current or planned programs dealing with staff education about disabilities in the public library setting. An exploratory research design using survey methodology was executed; the data were collected through in-depth, unstructured interviews with library directors or their designees at seven public libraries in Stark County (Ohio). Analysis of data was conducted using the "concept book" technique of qualitative content analysis. Research data are presented in three formats: (1) categorized, coded statements arranged in lists with full explanation of the coding; (2) a table of the number of unique statements by category and code; and (3) a data matrix prepared so that categories and coded themes for each library may be examined. Included in the appendices are the text of the Americans with Disabilities Act; attitudinal barriers toward people with disabilities; and the interview guide. (Contains 48 references.) (Author/JLB)

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TRAINING THE LIBRARY STAFF ABOUT DISABILITIES: A MODEL FOR INVESTIGATING STAFF EDUCATION TESTED IN SEVEN PUBLIC LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library and Information
Science in partial fulfillment of the requirements
for the degree Master of Library Science

by

Sally A. Theiss

October, 1993

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ABSTRACT

TRAINING THE LIBRARY STAFF ABOUT DISABILITIES: A MODEL FOR INVESTIGATING STAFF EDUCATION TESTED IN SEVEN PUBLIC LIBRARIES

Librarians must find ways to meet the information needs of patrons with various disabilities. The Americans with Disabilities Act codified what librarians have long espoused: equal access to information for people with any type of disabling condition. Although a plethora of sources deal with information about disabilities and providing service to individuals with disabilities, this researcher could find little evidence of how to train the library staff to actually implement such services.

The researcher's objective was to identify and examine current or planned programs dealing with staff education about disabilities in the public library setting. An exploratory research design using survey methodology was executed; the data was collected through in-depth, unstructured interviews of library directors or their designees at seven public libraries in Stark County, Ohio. Analysis of data was conducted using the "concept book" technique of qualitative content analysis. Research data has been presented in three formats. Categorized, coded statements are arranged in lists with full explanation of the coding. A table of the number of unique statements by category and code has been included. Finally, a data matrix has been prepared so that categories and coded themes for each library may be examined. This research report attempts to compare, contrast, and describe seven current or planned training programs on service to patrons with disabilities.

CHAPTER I

INTRODUCTION

Statement of the Problem

Libraries, as part of their regular functioning, can and must serve individuals with various disabilities and their families. Not only are libraries a basic source of information about physical and emotional aspects of the various disabilities, coping techniques, and additional information sources and services, but the Americans With Disabilities Act (ADA) requires that libraries provide barrier-free access to information for all individuals with disabilities. Providing a truly barrier-free library requires appropriate staff training to overcome overt and covert prejudices and to improve selection, displays, and programming; physical access is only one aspect of compliance with ADA.

Although hundreds of books, articles, and pamphlets deal with providing services to individuals with disabilities, relatively few focus on training the library staff to provide these services effectively. The research question may be posed simply: What are public libraries doing to train their staff members to provide service to individuals with disabilities?

Need for the Study and Its Significance

An estimated 36 to 40 million Americans are disabled either physically, mentally, or emotionally; about one in six

of these individuals was born with a disability; accident, injury, debilitating diseases, and development of visual or hearing impairments have caused disabilities in the others.[1] Americans with disabilities have been the targets of social and political oppression that is often more damaging to them than the physical disabilities with which they cope. John Gliedman and William Roth, authors of The Unexpected Minority: Handicapped Children in America, concluded that "...of all America's oppressed groups, only the handicapped have been so fully disenfranchised in the name of health."[2] The ways in which society has historically dealt with handicapped individuals, myths about handicapped individuals, and ignorance about the emotional and physical aspects of various disabilities play a major part in preventing libraries from providing appropriate information services to patrons with disabilities. Staff education about disabilities and about physical and attitudinal barriers to access is a necessary first step to meeting the needs of persons with any type of disability. Because each library and the community it serves is unique, examining current staff training programs at the local level is a way to identify effective models (which may be modified and adapted by other libraries) and to identify areas for improvement.

Objective

The research objective is to identify and examine current or planned programs in public libraries which deal with staff education about disabilities, including

attitudinal and physical barriers to provision of service to patrons with disabilities.

Subobjectives:

(1) The completed research identifies what disability training programs currently exist in Stark County Public Libraries.

(2) The completed research identifies goals and objectives of the training programs.

(3) The completed research identifies how each library describes a "model" or ideal program.

(4) The completed research identifies how effective libraries judge their current programs to be.

(5) The completed research identifies future plans for this type of training program.

Limitations

Limitations of the research fall into two main areas: limitations of the research design and of the research methodology.

The research design is exploratory (descriptive) rather than explanatory (causal). Survey methodology was employed, using in-depth interviews to collect data. Limitations of the interview as a research tool include adaptability of the interpersonal situation leading to subjectivity and possible bias or response effects such as eagerness of the respondent to please the interviewer, antagonism between interviewer and respondent, or tendency of the interviewer to seek out answers that support preconceived

notions. The interview method, as expected, produced qualitative data which can be difficult to analyze; also, data obtained is not generalizable beyond the selected population interviewed.

Definition of Terms

Access. "In information retrieval (i) a device or method whereby a document may be found; (ii) permission and opportunity to use a document; (iii) the approach to any means of storing information, e.g. index, bibliography, catalogue, electronic computer."[3]

Accessibility. "The quality of being accessible, or of admitting approach. fig. openness to influence."[4]

Accessible. "Capable of being used as an access; affording entrance; open, practicable...Capable of being entered or reached; easy of access; get-at-able."[5]

Americans with Disabilities Act (ADA). Act signed by President Bush in July, 1990 "... is sweeping legislation designed to extend civil rights protection to persons with disabilities. The law is divided into four major Titles that prohibit discrimination against the disabled in employment, state and local government services, public transportation, public accommodations, and telecommunications."[6] (see Appendix A)

Attitude. "Deliberately adopted, or habitual, mode of regarding the object of thought."[7]

Attitudinal. "Pertaining or relating to attitudes."[8]

Barrier. "A fence or material obstruction of any kind erected (or serving) to bar the advance of persons or things, or to prevent access to a place."[9]

Barrier (Architectural or physical). "An architectural barrier is a physical object that impedes a disabled person's access to, or use of, a facility. Examples include a flight of stairs as the only means of entry into a building or a water fountain that cannot be used

by a person in a wheelchair."[10]

Barrier (Attitudinal). Adoption of "deviance images" toward persons with disabilities leads to attitudinal barriers; deviancy images are inaccurate images which can be negative and dehumanizing; they are based on stereotypes which prevent seeing the person "behind" the disability.[11] (For examples of deviancy images, see Appendix B.)

Barrier (Communications). "Communications barriers that are structural in nature are those which are an integral part of the physical structure of a facility. Examples include alarm systems and permanent signage."[12]

Disability. P.L. 101-336-The Americans with Disabilities Act of 1990 states that the term disability means: "...with respect to an individual. (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment."[13] Compare also the definition of disabilities in Section 504 of the Rehabilitation Act of 1973, where the law refers to "handicapped persons": "...a handicapped person is an individual who has a physical or mental impairment that substantially limits one or more major life functions, has a record of such an impairment, or is regarded as having such an impairment. Major life activities are functions such as caring for oneself, performing manual tasks, walking, standing, hearing, speaking, breathing, learning and working."[14]

Education. "The systematic instruction, schooling or training given to the young in preparation for the work of life; by extension, similar instruction or training obtained in adult age. Also, the whole course of scholastic instruction which a person has received. Often with limiting words denoting the nature or the predominant subject of the instruction or kind of life for which it prepares."[15]

Library. "1. A collection of books and other literary material kept for reading, study and consultation. 2. A place, building, room or rooms set apart for the keeping and use of a collection of books, etc. 3. A number of books issued by one publisher under a comprehensive title as the 'Loeb Classical Library', and usually having some general characteristic such as

subject, binding, or typography."[16]

Public Library. "A library provided wholly or partly from public funds, and the use of which is not restricted to any class of persons in the community but is freely available to all. A major agency of enlightenment for adults, providing also for children the recorded experiences of others which will help them to grow into adulthood."[17]

Qualitative Content Analysis. Subjection of descriptive, phenomenological, qualitative data to content analysis in an effort to determine major and minor themes embedded in the data. See pages 15 and 16 for complete description of the technique.

Staff. "A body of persons employed, under the direction of a manager or chief, in the work of an establishment or the execution of some undertaking (e.g., a newspaper, hospital, government survey)."[18]

Training. "Discipline and instruction directed to the development of powers or formation of character; education, rearing, bringing up; systematic instruction and exercise in some art, profession, or occupation, with a view to proficiency in it;..."[19]

CHAPTER II

LITERATURE REVIEW

The researcher undertook a review of the literature in order to identify and understand the research already done concerning library staff training about disabilities; the review was also expected to help to delimit the research problem, to identify new approaches, and to identify effective methodologies for data collection.

The literature review strategy involved listing of key words for searching; search of Catalyst (Kent State University Library's computerized card catalog); Walsh University Library's computerized card catalog; and Stark County District Library's computerized catalog; examination of reference and government documents sources at Kent State University Library; computerized searches of ERIC (Educational Resources Information Center), Library Literature (1986-1992), Library and Information Science Abstracts (January, 1969-March 1992) using key words and combinations; search of InfoTrac Magazine Index + (1989-April 1993) using key words and combinations; search through Comprehensive Dissertation Index (1986-1991) for doctoral dissertations related to the topic; search through the Masters Research Papers database (1987-1991) in Kent State University's School of Library and Information Science; and examination of individual bibliographies in selected sources identified through the previous searches; finally, materials

presented in the "Americans with Disabilities Act Workshop" (Summer, 1992, Kent State University School of Library and Information Science, Jane Biehl, Instructor) and in two of the researcher's previous papers relating to the topic were reexamined.

Basic criteria for searching were as follows: contains information relating terms such as *disabled/handicapped/ADA/Americans with Disabilities Act* with *staff training/education/in-service/development/continuing education* and *libraries*. Boolean searches with many combinations of search terms were utilized.

Reviewing the many sources on library service to individuals with disabilities proved fruitful in some respects and disheartening in others. In fact, of 643 titles and/or abstracts examined, only 36 promising titles were discovered. Information on disabilities and on library services to individuals with disabilities is quite prolific; information on actual programs to train staff about disabilities is relatively scarce; the researcher was able to find a great deal of material appropriate to the development of training programs, however.

Several authors point out the need for training; e.g., Barbara Baskin and Karen Harris state,

> Developing the specific knowledge, competency, and sensitivity for responsive action begins in professional training programs. Some library schools have been revising their curricula to include courses that give prominence to the implications of disability. Others have changed syllabi, adding components that feature specific adaptations. For example, instructional modules

that focus on library design now incorporate federal guidelines on accessibility. Classes in material selection stipulate particular criteria for serving special needs populations where these differ from those applicable to ordinary library users. More sophisticated media courses enumerate and evaluate developments in technology that have implications for those sustaining interfering impairments.

Symposia, institutes, and workshops on this subject are now standard in library schools. State and national professional conferences routinely schedule relevant presentations. Heavy stress on in-service education will undoubtedly continue as a major focus for some time, since information is growing at such a rapid rate that a constant upgrading of skills will be a requisite for the up-to-date librarian. Journals and published books will continue to fulfill a critical function in distilling and disseminating data. However, at the moment, this discipline is so new that the breadth and depth of field has yet to develop: general all-purpose articles and personal experience reports still tend to dominate much of the periodical literature. Research remains scanty and has concentrated on certain areas more than others: data collection, analysis, and reporting to concerned professionals are still in their infancy.[20]

Robert T. Begg addresses the issue of staff training by writing,

Fears and uncertainties of the staff can be overcome by providing information concerning disabilities which makes them understandable. Once the staff is aware of the nature of various disabilities and of what they should or should not do when they are servicing the disabled, they will feel more comfortable and project a more positive attitude. It is important that the staff develop sensitivity to the needs of the handicapped but not a condescending attitude...A reasonable approach to library service for the handicapped therefore requires a balancing of sensitivity, common sense and respect.[21]

Kieth Wright attempts to summarize information on various disabilities and focus on specific barriers to library programs and services. His overview of conditions, laws and regulations, and descriptions of programs and

services are intended to provide library staff with knowledge and information so that they can think through modifying programs and services to serve disabled individuals in their own areas.[22] Wright's 1989 revision of Library and Information Services for Handicapped Individuals, first published in 1979, is intended to reflect "...the changing scene of library and information services to handicapped individuals."[23] Kieth Wright and Judith Davie have made several changes, including chapters on individuals handicapped by contagious disease, the impact of technology on the future of library services to handicapped individuals, and staff development activities designed to assist librarians in modifying attitudes and evaluating their library's services to handicapped individuals.

Another of Wright's books, Serving the Disabled: A How-To-Do-It Manual for Librarians, is organized around what Wright calls "...a fundamental philosophy of library services for persons with disabilities: *attitudes of people are more important than funds or technology.*"[24] This philosophy--understanding personal feelings about disabling conditions and changing attitudes toward persons with disabilities is the beginning of any modification of facilities and/or programs--lies at the core of most of the information this researcher reviewed. Wright summarizes the offerings of others concerning librarianship and the disabled, provides practical suggestions for staff development, and presents resources to be used in training programs. Central to

his book is the theme of changing attitudes with information; increasing people's knowledge of disabling conditions and the effects they have on individuals and increasing contact with people with disabilities are probably most effective in changing attitudes.

Henry Dequin writes that librarians must broaden their knowledge of disabled persons and expand their professional expertise in serving the needs, interests, and abilities of all disabled persons.[25] In Librarians Serving Disabled Children and Young People, published in 1983, seven years before passage of ADA into law, he correctly predicts that library schools will need to offer formal course work in services and materials for disabled persons. Many librarians, especially those who graduated prior to the ADA-influenced curriculum changes of the late 1980's and 1990's, have not had formal preparation and background for this specialized area, although some have been able to obtain information through institutes, seminars, workshops, conference sessions, and published materials. Dequin, in agreement with Kieth Wright, states,

> Research studies (as well as other literature) related to the modification of attitudes fall into two categories: 1) those that have provided increased knowledge and information about disabilities and disabled persons, and 2) those that have provided increased direct contact with disabled persons. Although both increased information and direct contact have been found effective, the best approach to fostering positive attitudes is a combination of direct contact with disabled persons and accurate information regarding them and their disabilities.[26]

Ruth Velleman, author of Meeting the Needs of People

with Disabilities: A Guide for Librarians, Educators, and Other Service Professionals, also discusses educating librarians to serve people with disabilities. Her conclusions are that many schools do not offer special coursework on disabilities today, although during the 1970's many workshops were presented on the topic. Velleman recommends that special and medical library coursework should include rehabilitation information, public library coursework should deal with information and referral possibilities, and training for school library media specialists should include work with exceptional children; at least one special course should be included in the library school curriculum to deal with service in all types of libraries to people with disabilities.[27]

The literature search provided a wealth of material which would be useful in training staff to deal with people with disabilities and to handle both physical and attitudinal barriers to access. Examples of training programs actually in effect in libraries does not seem to be in evidence, although the researcher assumes that such programs must exist on some level and that program literature is merely fugitive.

CHAPTER III

METHODOLOGY

Statement of Methodology

The research orientation for this study is exploratory; survey research was conducted using the research interview as a tool to collect data through direct verbal interaction between the researcher and respondents. The interview, theoretically, allowed the researcher to make full use of the respondents' responses and permitted follow-up of leads, greater clarification of data, and greater depth of data than could be obtained through a questionnaire. Rationale for using the interview included the following:

1. Respondent's feelings can be revealed.
2. The cause of problems and the solutions to problems can be discussed.
3. The respondent is given an opportunity for free expression.
4. Nonverbal behaviors can be observed and recorded.
5. The respondent may express personal information, attitudes, beliefs, and perceptions that might not have been obtained by a self-administered instrument.
6. The interview provides for a higher rate of participation.
7. The interview can follow-up answers or probe for additional information to clarify answers.

8. Interviewing can help to develop a reliable and valid instrument for later use, especially when initial research is exploratory in nature.

Population

The population surveyed consisted of the seven public libraries listed for Stark County, Ohio in the American Library Directory, 1992-93. These public library directory listings are based on information from personnel reports for 1991 and are listed by the name of the city in which the main library is located;[28] branch libraries were not included in this survey. Information in the Directory was checked and changes were made through March 20, 1992.

The seven libraries surveyed are as follows: Rodman Public Library, Alliance; Canal Fulton Public Library; Stark County District Library, Canton; Louisville Public Library; Massillon Public Library; Minerva Public Library; and North Canton Public Library. (See Appendix C for directory listings.)

Data Collection and Instrumentation

An unstructured interview, using nondirectional, open-ended questions with an interview guide, was used with all respondents; the researcher identified the basic topic and then probed into areas which appeared to be most productive. The unstructured interview used is best illustrated by client-centered approaches used in clinical psychology. In this type of interview, the researcher will have a general

plan and will ask questions or make comments intended to lead the respondent toward giving data to meet the interviewer's objectives. (See Appendix D.)

The researcher used William Glasser's reality therapy concepts as modified by Robert Wubbolding in his "Cycle of Counseling" model (see Appendix E).[29] The researcher had used this particular model in several settings, ranging from the highly sensitive (drug abuse) to practical problem-solving in the workplace. The interview guide was pretested before use with the respondents. Information collected during the interview was preserved by both tape recording and note taking; note taking was only used to reassure the respondent that facts and figures were being properly recorded. Respondents were assured of confidentiality before the interviews began; assurance of confidentiality was documented (see Appendix F). The interviews were expected to last from one to two hours; in fact, they averaged forty-five minutes to one hour in length.

Data Analysis

Because the intensive interviews used as a data collection technique were expected to produce descriptive, phenomenological, qualitative data, the research findings were to be subjected to qualitative content analysis. The method of conducting content analysis of open-ended material used was the "concept book approach" as specified by Barbara Mostyn.[30] Ms. Mostyn presents a "thirteen-step recipe" to be followed:

1. Understand the research brief thoroughly.
2. Evaluate the relevance of your sample for the research project.
3. Associate your own experiences with the problem; look for clues from the past.
4. Develop testable hypotheses as the basis for the Concept Book.
5. Test the hypotheses throughout the interviewing and analysis process.
6. Stay immersed in the data throughout the study.
7. Categorise the data in the Concept Book; create labels and codes.
8. Incubate the data before writing it up.
9. Synthesize the data in the Concept Book; look for the key concept.
10. Cull the data; it is impossible to report everything that happened.
11. Interpret the data: What does it mean? What are its implications?
12. Write up the report.
13. Rethink and rewrite: have the research objectives been met?[31]

CHAPTER IV

THE RESEARCH FINDINGS

Collection of Research Data

Interviews were conducted at the seven public libraries previously selected beginning August 24, 1993, and ending October 1, 1993. Each interview was taped, and interview length averaged forty-five minutes.

Data Analysis and Synthesis

All interview tapes were reviewed in full and culled, resulting in fourteen pages of typewritten notes; these notes consisted of major themes or statements expressed in the interviews.

Notes were reviewed and statements were divided into four categories for each library: wants, doing, evaluation, and planning. The resulting seven pages of notes were synthesized for the seven libraries into the four categories: wants, doing, evaluation, and planning. Numbers were assigned under each category to the major themes or ideas. This process resulted in lists of wants (26 statements), doing (65 statements), evaluation (21 statements), and planning (22 statements). An effort was made to consolidate similar or identical statements in any major category.

Through examination of the statements, codes were applied to each statement in a particular category. Codes were developed through examination of data; they were not preconceived. The codes are as follows:

T = training-related statement

P = physical access statement

A = advertising or identification of population statement

M = money statement

S = service-related statement

C = client (patron) complaints, criticisms, and concerns statement

The categories and coded statement lists follow on pages 19 through 23. A table showing the number of statements of a particular code in each category follows on page 24.

Finally, a data matrix was compiled, showing the coded statements and their categories for each of the seven participating libraries. The matrix follows on pages 24 through 27.

LIST OF CATEGORIES/THEMES/CODING

Note: Numbers in parentheses indicate how many libraries expressed similar statements.

Category: Wants

Code	*Number*	*Theme or Statement*
T	1	Formal training in vocabulary
T	2	Put staff in wheelchair, on crutches, blindfolded for one hour to experience (2)
T	3	Staff member who is open about a personal disability (resource, increases sensitivity, sends message to public)
T	4	Need staff training in reaching out to disabled in community
P	5	Want all people to be able to use facilities
A	6	Need help in identifying populations with disabilities in community
T	7	Someone on staff who uses sign language
P	8	Continue doing all we can even if building is not perfect
T	9	Major current thrust only on employees, not patrons, with disabilities
P	10	Different type of carpet which won't "catch" on heels, crutches
T	11	More organized way of covering with staff how to deal with patrons with disabilities
T	12	Send entire staff to workshop or class on disabilities as a start
T	13	Guidelines or checklist--this could be measured
T	14	Program which specifically teaches how to help patrons with specific disabilities; practical (3)
T	15	ADA language is still pretty vague
T	16	Staff workshops should be at no charge, using local resources
T	17	In-house workshops are best, so more staff can attend
T	18	Train all staff at workshops on site (include custodians, etc.)
T	19	Course leader should either be disabled or work with disabled people
T	20	Course leader should take a compassionate rather than textbook approach
P	21	Better parking is needed
T	22	Need better direction--where do libraries go when they reach goal of physical access?

T	23	Increased awareness of people with disabilities
T	24	Proper reactions and communication with people with disabilities
M	25	Money
T	26	Expertise

Category: Doing

Code	*Number*	*Theme or Statement*
T	1	Informal training only (7)
T	2	Patron contact (4)
T	3	Sensitivity to patron needs (5)
T	4	Patron service viewpoint (5)
T	5	Staff member with disability (4)
T	6	Sign language training for some staff
T	7	Discuss patron interaction with staff (3)
P	8	Library is physically accessible (2)
S	9	Signed story hours
T	10	Staff meetings; use of notes to communicate with hearing-impaired patrons, e.g. (2)
C	11	Rely on patrons to tell how library can help them
P	12	Look mostly at physical arrangements
C	13	Handle problems on individual facility basis
C	14	Very small number of regular patrons are in wheelchairs or have severe physical disabilities (4)
C	15	No longer have mentally challenged patrons to any degree
S	16	Have services for the visually impaired
S	17	Outreach programs
S	18	At-home programs (2)
S	19	School program (provide materials, story hour to visually impaired)
S	20	Braille books
S	21	Magnifying equipment
S	22	Special computer program at one branch for visually impaired patrons
S	23	Work with Lions Club
T	24	Work with security, police, social service agencies
C	25	Suggestion box for patrons; comments, complaints to staff are all investigated
T	26	Goodwill provides information on staff with disabilities--training tapes and videos
T	27	Relationship with staff members with disability is helpful
T	28	Contact resource people in area for help (2)
A	29	Work with groups to carry library's message to the community (4)
T	30	Serve all patrons

S	31	Meeting rooms are available to all groups (2)
T	32	Send staff to good seminars, etc. Expect them to report back to rest of staff (4)
T	33	Group of disabled patrons went through library and told problems library had with accessibility
T	34	Staff enrichment day (e.g., dealing with AIDS in the workplace); yearly presentation
T	35	Nonjudgmental
S	36	Work hard to get whatever materials patron needs (3)
S	37	Collection development policy states information should be as reliable and up to date as possible
S	38	Telephone amplification device available
S	39	Circulate magnifying glasses, sheets, or visual aids (4)
S	40	Circulate decoders for televisions
S	41	Circulate reading lights
T	42	Library staff has a lot of information on disabilities just from answering multitude of patron questions on the subject
S	43	Inform patrons of how to get more help and of agencies which can help them
P	44	Try to comply with physical aspects of ADA (4)
T	45	Get newsletters from most agencies which serve the disabled
C	46	User survey included questions on disabilities
S	47	Large print bookfair in conjunction with Cleveland Sight Center, Lions Club
S	48	Large collection of large print books
S	49	Visit nursing homes with the bookmobile
S	50	Visit nursing homes with film programs
S	51	Projects for hearing impaired through local Quota Club; videos on sign language, closed captioned videos, and books on sign language provided through organization
T	52	Draw on state library for workshops, information, and advice
P	53	Parking signs have been redone
P	54	Audio and visual alarms are at all stations in the library
S	55	Large talking books collection (2)
P	56	Elevator reserved for use by those who cannot use stairs without difficulty
P	57	Public access terminals adjustable for wheelchair patrons
A	58	ADA self-evaluation was given to patrons with disabilities; no patron returned the evaluation
A	59	Usually the staff knows people in community well
S/A	60	Books-by-Mail offered; mass mailing to community about the service

T	61	Work with local home for severely physically disabled
S	62	Mini-collections are sent out for people who cannot come in to the library
S	63	Closed circuit TV devices to magnify print were provided by Lions Club; 2 are loaned out, 1 is in library
C	64	Spend money only on felt needs
C	65	If specifically approached by individual or group, will be responsive to requests

Category: Evaluation

Code	*Number*	*Theme or Statement*
T	1	Yes, our current program is effective
T	2	Might have more formal program if more patrons with disabilities were in evidence
T	3	We treat patrons individually; we are responsive to different needs (6)
T	4	Individual treatment of patrons is more effective than generalized written procedures for handling patrons with disabilities
T	5	Long-term, experienced staff (2)
C	6	Unaware of any major problems (5)
T	7	Wonderful staff (2)
S	8	Good cooperation with social service agencies
S	9	Library has information for agencies and patrons
S	10	Library is not a social service agency (2)
P	11	As successful as physical facility allows
C	12	Only complaints have been about parking and handrails
C	13	If something is needed, we are more than willing to put it in (3)
C	14	How great is the community's need for a particular service? (2)
T	15	Staff knows community (3)
P	16	Aware of physical accessibility problems and working to solve them (2)
T	17	Need to keep staff aware of needs of patrons with disabilities at all times (2)
S	18	Good faith effort, showing intent
T	19	Staff upbeat, feel prepared to serve
T	20	No lack of ability to do our job
S	21	Library tends to respond in the traditional manner

Category: Planning

Code	*Number*	*Theme or Statement*
T	1	Sign language classes
C	2	Respond to any requests for signed programs
S	3	Continue to look at ways to promote services to community (2)
T	4	Sensitivity to needs of all patrons will continue
P	5	Continue to work on physical accessibility (5)
P	6	Comply with ADA (2)
S	7	Continue to look at community needs
T	8	Send staff to relevant workshops and report back to rest of staff (3)
A	9	Find more ways to better serve specialized populations
P	10	Expansion
P	11	Buying wheelchair for library
C	12	Include people with disabilities in renovation planning
T	13	Contact agencies which service people with disabilities for suggestions
A	14	Put notes from library in newsletters of agencies to their clients
A	15	Reception or program for groups which are made up of or deal with people with disabilities; show what library can offer group
S	16	Make TDD equipment available to school classrooms (no longer used in library since a state-wide relay service has been instituted)
P	17	Fulfill spirit of the law (ADA)
C	18	Buy equipment if community need is expressed
P	19	Make sure all employee policies comply with ADA
P	20	Lower part of circulation desk for wheelchair accessibility
M	21	Stress need for money for ADA renovations to community
T	22	Local police chief will talk to staff about dealing with problem patrons and emergencies

TABLE 1: NUMBER OF UNIQUE STATEMENTS BY CATEGORY AND CODE

Categories	Wants	Doing	Evaluation	Planning
Codes				
Training (T)	20	21	10	5
Physical access (P)	4	7	2	7
Advertising/ Identification (A)	1	4		3
Money (M)	1			1
Services (S)		26	5	3
Client (C)		8	4	3
Totals	26	66*	21	22

*One statement was coded both S and A.

DATA MATRIX FOR EACH OF SEVEN LIBRARIES

Library A

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	1,2,3,4 5,6,7,10 24,26,27, 28,30	8,12	29		9,16 17,18 19,20 21,22, 23,31	11,13 14,15 25
2) Wants 3) Wants						
4) Evaluation	1,2,3,4 5					6
5) Planning	1,4,8	5,6	9		3,7	2

Library B

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	1,32, 33 2,3,34,4 35				31,36 37,38 39,40 41	
2) Wants 3) Wants	1,2,3,4, 7	5,8	6			
4) Evaluation	7	11			8,9,10	6 12
5) Planning	13	10,11 5,6	14 15		16	12

Library C

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	3,32,28 2,24,4 42,45,10 5,1	44			43,21	14
2) Wants 3) Wants	9,11,12 13,24,14	10				
4) Evaluation	3					
5) Planning		5,17 19			3	18

Library D

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	28,27,32 52,1				47,23 48,18 49,50 51	14,15 46
2) Wants 3) Wants	15,16,17 18,19,20					
4) Evaluation	3,5,15					13,14
5) Planning	8					

Library E

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	4,3,27, 2,5,1	53,54 44,56, 57			21,55 48,23	25
2) Wants 3) Wants	22	21				
4) Evaluation	3,17,7	16				6 13
5) Planning		17,20 5,6		21		

Library F

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	3,4,10,1	44,12	58,59 60		55,36 60	14,15
2) Wants 3) Wants	14,2,23 24,26,22			25		
4) Evaluation	15,3,17 5				18	6
5) Planning	8,22	6				

Library G

Coded Themes	T	P	A	M	S	C
Research Question Categories						
1) Doing	1,61	8	29		62,63 23,21	64,65 11
2) Wants 3) Wants						
4) Evaluation	20,15,5,3, 19				21,10	6,13 14
5) Planning						

Interpretation of Research Data

Interpretation of the research data required review of the Interview Guide and the explanation of the guide for the interviewer (Appendix D). Each library director was questioned in the four basic areas of wants, current practices or doing, evaluation, and planning. Research questions, given to the interviewees via cover letter before the interview, were each related to the four basic areas. The interviewer was able to ask any number of possible questions clustered about the basic area. Use of such an unstructured format naturally led to many closely related, but unique, statements by respondents. Another effect of this format was that different respondents might stress different aspects of their libraries. For example, not every respondent stressed the phrase "service viewpoint." However, it is likely that every library director, if directly questioned as to his or her service viewpoint, would indicate its importance. Other phrases, statements, and themes may be viewed similarly.

In interpreting the data, one must also consider that each respondent indicated that his or her library had no formal training program concerning disabilities. However, when questioned about formal training programs on other aspects of the library, only two such programs were mentioned: initial orientation and on-the-job training of new employees and training related to computerization of the library; training about disabilities was not unlike training

in general for the library staffs.

Since training programs were informal or "fugitive," one must closely examine other codes for training-related aspects. Obviously, statements coded "Training-related statement" are directly related to some aspect of informal training. However, statements coded "Physical access statement" have an element of training also; i.e., staff have to understand the needs for physical changes in the building, furniture, and equipment which relate to patrons with disabilities. Statements coded "Service-related statement" also involve training; if one is providing a specific service to the community, training of some sort must be involved. Finally, statements coded "Client (patron) complaints, criticisms, and concerns statement" also act to sensitize staff to problems of patrons with disabilities and to keep staff aware of barriers to service. "Advertising or identification of population statements" and "Money statements" point up areas where staff may need to be trained, but they are less related to informal training.

Answering the Research Questions

Direction and Doing: What disability training programs currently exist in these libraries?

None of the seven public libraries surveyed has a formal training program which addresses disabilities or

patrons with disabilities. Each of the seven libraries has informal training programs, however; education about disabilities and treatment of patrons with disabilities may be addressed at staff meetings, in workshops and seminars to which staff members are sent, through dealing with patron complaints and criticisms as they come up, through working with staff members who have disabilities or are closely associated with someone with a disability, and through work with local clubs and agencies which deal with disabilities.

Informal training may also be assumed by inspecting the wide variety of services offered to patrons with disabilities. These services range from the simple (provision of magnifying glasses) to the complex (services to the homebound and loans of closed-circuit televisions). Provision of any service requires staff training and knowledge of the service, however informal that training may be.

Libraries surveyed also are working at complying with physical accessibility standards as set forth by ADA. This too implies that staff must be aware of some of the problems of patrons with disabilities; without staff involvement in the reasons for changes to the building, layout, and equipment, library directors would be at a disadvantage in explaining the great deal of money spent in such renovation. Also, staff must be trained in the use of any new equipment, e.g., automatic doors, adjustable work tables, and visual alarm systems.

Librarians and staff, in general, are trained to maintain a service viewpoint. One aspect of service which was stressed over and over, in many different forms, was that each patron must be treated as an individual; each patron's needs must be met in the best way possible by the library staff. This service viewpoint, although not specifically addressed to patrons with disabilities, should go a long way towards explaining positive staff attitudes towards patrons with any sort of disability or access problem. A second underlying viewpoint of librarians is equally important: the public library exists to provide information to all patrons, regardless of the difficulties which may ensue while doing so.

Wants: What are the goals and objectives of the training programs? How would the respondents describe a "model" or "ideal" training program for the library staff?

Since no library has a formal training program on disabilities, formal goals and objectives for such training programs are not in evidence. Goals and objectives for the libraries do, however, include statements about patron treatment, such as the need to provide access to information for all patrons. Another general library goal is to treat each patron as a unique individual and to make an effort to meet individual requests and needs. Taking a close look at these general goals from the perspective of a patron with a

disability, one would have to conclude that the library has committed itself to doing everything in its power to meet such a patron's needs.

Librarians asked to describe ideal training programs were able to list several areas to be included in such a program. Examples include such things as more in-house or on-site training programs; inclusion of all employees in training programs; and specific training programs which deal with such practical aspects as proper vocabulary, dealing with a patron with a specific physically or mentally disabling condition, and sensitizing staff with training exercises during which they experience disabilities themselves. Model programs would also have leaders who either had a disability themselves or worked closely with persons with disabilities. Staff members with disabilities were generally seen as potential resources to train and/or sensitize other staff about accommodation problems. Model programs would also include written guides and checklists, so that training efforts could be measured.

One other "want" deals neither with goals nor model programs directly: librarians want to know how to get their message across to people with disabilities, they want to be able to identify these populations in their own communities, and, most importantly, they want to hear from people with disabilities themselves. Several librarians stated that they could not serve a population which did not make its needs known to them.

Evaluation: How effective do you judge your current programs to be?

All librarians surveyed believed their current, informal training programs about disabilities to be effective. These judgments were often based on the fact that they were aware of no major complaints, criticisms, or challenges by patrons with disabilities. Libraries had a variety of feedback mechanisms to judge their effectiveness such as patron suggestion boxes, careful attention to all complaints, criticisms, and off-hand comments made to staff, asking patrons directly how well their needs were being met, and inviting groups of patrons with disabilities to do a walk-through of the library and recommend changes.

More than one librarian specified ways in which physical accommodations were being made so that patrons with disabilities could be better served. Sensitivity and responsiveness to patron suggestions were also stressed.

Planning: What future plans do the libraries have for this type of training program?

Of the total twenty-two unique statements about planning, seven statements focused on physical accessibility; meeting ADA standards and requirements is a major issue in planning services for patrons with disabilities. As far as staff training is concerned, five statements were made: sign

language classes may be instituted, staff will be sent to any relevant workshops, agencies dealing with people with disabilities will be contacted, the local police chief will talk to the staff about dealing with problem patrons and emergencies, and staff will continue to be trained in being sensitive to patron needs. Libraries were not unanimous in these statements. New services were not really being planned in this area, unless libraries were made aware of special patron needs. No library had plans for a formal training program on disabilities.

CHAPTER V

SUMMARY AND DISCUSSION

Summary

The research objective of identifying and examining current or planned programs dealing with staff education about disabilities in the public library setting was met through use of an exploratory research design using survey methodology. Data was collected through unstructured, in-depth interviews with library directors in seven public libraries in Stark County, Ohio; data was analyzed using the "concept book" technique of qualitative content analysis.

The research subobjectives were met as follows:

(1) No formal disability training programs currently exist in Stark County, Ohio, Public Libraries surveyed. Informal training in the area of disabilities has been explored, and major statements relating to this training have been examined.

(2) Goals and objectives of the informal training programs were subsumed under goals and objectives of the public library in general. The major goal identified was that of serving the information needs of all patrons.

(3) Libraries described model training programs as those which are specific, practical, available to most staff members, and inexpensive. Libraries expressed wishes for guidelines and checklists for implementation of such training programs.

(4) Libraries judged their current training programs, however informal they might be, to be generally effective in meeting the needs of both staff and patrons.

(5) Future plans for training programs about disabilities revealed librarians' continuing efforts to meet ADA standards for physical accessibility and an emphasis on both identifying populations of patrons with disabilities and meeting the needs of these patrons.

The researcher found Dr. Robert Wubbolding's WDEP (Wants/Doing/Evaluation/Planning) model to be an effective way of obtaining information from the library directors on their training programs. Use of the model facilitated development of an informal atmosphere during interviews, allowed both researcher and respondents to clarify and develop ideas and questions, served as an underlying framework for the interviews, and freed the researcher to pay close attention to the respondents and to maintain eye contact. Most importantly, asking questions related to wants, doing, evaluation, and planning adequately fulfilled the researcher's original research objectives. This model should provide an easily-learned technique by which librarians can self-evaluate current programs and plan to meet future training needs.

Discussion

Implications of the research and areas of possible future study were identified by this researcher as follows:

(1) People with disabilities and their advocates (agencies, support groups, clubs, family members, etc.) must make their specific needs known to the libraries in their communities. Librarians are sometimes unable to identify populations of people with disabilities in their service areas, especially if these potential patrons do not make themselves known. People with disabilities who are unable to use the library for any reason need to take a pro-active stance; once libraries know what is required or requested, appropriate services can, in most cases, be provided.

(2) Librarians, unless they have already developed close relationships with groups and agencies which work with people with disabilities, may find such groups to be an inexpensive source of staff training; these are often the people who can educate about the particular information needs and accessibility problems of those with disabilities in the community.

(3) Libraries surveyed have not yet been faced with formal challenges on disability issues, although such challenges are not unknown in Ohio. This may be the time to document training programs for the staff on the subject of disabilities, even though the programs are informal. In the same way that selection and collection

development policies are written to answer challenges to materials, libraries may need to think through and document how they have prepared staff members to deal with patrons with disabilities.

(4) Documentation of programs facilitates dissemination and sharing of these programs.

(5) Meeting ADA standards for physical accessibility will not be enough to provide real service until all staff have the proper training and education to comfortably deal with the patron with a disability when he or she appears in the library.

The Americans with Disabilities Act: Library Facility and Program Access under Titles II and III

by Richard T. Miller, Esq.

I. INTRODUCTION

Almost lost amidst all the attention surrounding implementation of Title I, the employment title of The Americans with Disabilities Act ("the Act" or "ADA"), are those sections of the legislation dealing with access to or participation in (by individuals with a disability) the facilities, programs, goods, services, and other benefits offered by covered entities. In this regard, Title II, the so-called "public services" title, extends certain provisions of a law enacted almost 20 years ago (Section 504 of the Rehabilitation Act of 1973) to "public entities." The law was also made applicable to the *private sector* under Title III, the "public accommodations" title of the Act.

"Places of public accommodation" under Title III means "a facility operated by a *private entity* whose operations affect commerce"; the regulations promulgated under one section specifically reference "library" der the heading "[p]laces of public dis- y or collection." "Public entities" under Title II include any state or local government and any "department, agency, special purpose district, or instrumentality of a state or states or local government."

Thus, depending upon its status as either a public or a private entity, a library will be covered under Titles II or III of the Act, respectively. Due to the fact that the provisions of Title III (covering a facility "operated by a private entity") were essentially derived from Rehabilitation Act regulations implementing Title II ("public entities"), and because public libraries, for the purposes of ADA, will be covered by the latter title, this article concentrates on the requirements of Title II, with references to Title III where appropriate.

On July 26, 1991, the Department of Justice, the implementing agency for both Titles II and III, issued regulations and interpretive guidelines ("guidelines") implementing the provisions of the new law. The regulations and guidelines provide helpful illustrations of what the legislation will require.

II. OVERVIEW OF REQUIREMENTS

The basic non-discrimination mandate of the Title is reflected in the following regulatory provision:

> No qualified individual with a disability shall, on the basis of disability, be excluded from *participation* in or be denied the *benefits* of services, programs, or activities of a public entity, or be subjected to discrimination in any public entity.

The regulations then set forth, in greater detail, specific prohibitions in support of the basic mandate:

1. A public entity, in providing any aid, benefit, or service, may not, directly or through *contractual, licensing, or other arrangements*, [discriminate in any way on the basis of disability].

A library could not, for example, contract with an outside entity for the showing of an exhibit in such a way as to allow that exhibition to be inaccessible to people with disabilities.

2. A public entity may not deny a qualified individual with a disability the opportunity to participate in services, programs, or activities that are not separate or different, *despite the existence of permissibly separate or different programs or activities*.

An analogous example given under Title III, the "public accommodations" title, is that of a blind person on a museum tour who decides to forego a special tour designed to enhance that individual's appreciation of the exhibits, and instead decides to avail himself or herself of the traditional tour. The same would hold true with respect to library tours, exhibits, or programs.

3. A public entity may not, in determining the *site or location* of the facility, make selections [t]hat have the effect of excluding individuals with disabilities from, denying them the benefits of, or otherwise subjecting them to discrimination [...]

This would appear to be fairly self-explanatory, e.g., following an example from Title II regulations, a library ought not to be built on stilts in a floodplain.

4. A public entity *shall make reasonable modifications and policies, practices or procedures* when the modifications are necessary to avoid discrimination on the basis of disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

The classic example, of course, is that of a covered entity which prohibits dogs on the premises, modifying the rule to permit "seeing-eye" and "hearing-ear" animals thereon.

5. A public entity shall not impose or apply eligibility criteria that *screen out or tend to screen out* an individual with a disability or any class of individuals with disabilities from fully and equally enjoying any service, program, or activity, unless such criteria can be shown to be necessary for the provision of the service, program, or activity being offered.

This paragraph prohibits policies that unnecessarily impose requirements or burdens on individuals with disabilities that are not placed on others. For example, libraries may not require that a qualified individual with a disability be required to have an attendant. (A public entity is not, however, required to provide attendant care, or assistance in toileting, eating, or dressing to individuals with disabilities.)

In addition, the paragraph prohibits the imposition of criteria that "tend to" screen out an individual with a disability. This concept makes it discriminatory to impose policies or criteria that, while not creating a direct bar to individuals, indirectly prevent or limit their ability to participate. For example, requiring presentation of a driver's license as the sole means of identification for purposes of paying a library fine by check would violate this section in situations where individuals with severe vision impairments or developmental disabilities or epilepsy are ineligible to receive a driver's license, and the use of an alternative means of identification, such as another photo ID or credit card is feasible.

A public entity may, however, impose neutral rules and criteria that screen out, or tend to screen out, individuals with disabili-

ties if the criteria are necessary for the safe operation of the programs in question. Safety requirements must be based on actual risks and not on speculation, stereotypes, or generalizations about individuals with disabilities.

6. A public entity shall administer services, programs, and activities in the most *integrated settings* appropriate to the needs of qualified individuals with disabilities.

This non-segregation, or "mainstreaming," mandate is central to the non-discrimination requirements of the ADA. A library would not, for example, whatever its intentions, be permitted to set up "special rooms" for the disabled, the effect of which would be to segregate such individuals from the otherwise integrated settings and services of the facilities.

7. A public entity *may not place a surcharge* on a particular individual with a disability or any group of individuals with disabilities to cover the costs of measures, such as the provision of auxiliary aids or program accessibility, that are required to provide that individual with the non-discriminatory treatment required by the Act or this part.

A public library would not, for example, be permitted to charge a disabled individual for the provision of an assistive listening device such as a tape recorder.

8. A public entity shall not exclude or otherwise deny equal services, programs, or activities to an individual or entity because of the known disability of the individual with whom the individual or entity is known to have a *relationship or association*.

Under this section, for example, if a library were to refuse admission to a person with cerebral palsy and his or her companions, the companions have an independent right of action under the ADA.

Finally, the regulations note that public entities may provide special benefits, beyond those required by the nondiscrimination requirements of this part, that are limited to individuals with disabilities or a particular class of individuals with disabilities, without incurring additional obligations to persons without disabilities or to other classes of individuals with disabilities.

III. PROGRAM ACCESSIBILITY

The concept of "program accessibility" provides generally that no qualified individual with a disability shall, because a public entity's facilities are inaccessible or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.

The linchpin of the "program accessibility" concept is its flexible approach, which allows covered entities to make their programs and activities available to individuals *without extensive retrofitting of their existing buildings and facilities, by offering these programs through alternative methods*. The regulations therefore do not necessarily require a public entity to make *each* of its existing facilities accessible to and usable by individuals with disabilities. Compliance with this section may be achieved through such means as redesign of equipment, *reassignment of services or programs to accessible buildings*, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities, use of accessible rolling stock or other conveyances, *or any other methods which result in making the public entity's services, programs, or activities "readily accessible to and usable by" individuals with disabilities*. Thus, for example, a library presenting a series of lectures in an older, wheelchair-inaccessible building could move the lectures to other, accessible facilities rather than undertake major alterations or structural modifications. On the other hand, if the program or service in such a building could not be moved elsewhere, the library would have to make the facility accessible, a procedure which might involve structural alterations or modifications. It should be noted that this particular example is potentially subject to a very narrow historic preservation exception.

The regulations require that each service, program, or activity conducted by a public entity, *when viewed in its entirety*, be *"readily accessible to and usable by"* individuals with disabilities. Unlike Title III of the Act, which requires public accommodations to remove architectural barriers where such removal is *"readily achievable,"* or to provide goods and services through alternative methods where those methods are "readily achievable," Title II requires a public entity to make its programs *accessible in all cases*, except where to do so would result in a "fundamental alteration" in the nature of the program or in undue financial and administrative burdens. Congress intended the "undue burden" standard in Title II to be significantly higher than the "readily achievable" standard in Title III. Thus, although Title II may not require removal of barriers in some cases where removal would be required of a privately owned library in Title III, the program access requirement of Title II should enable individuals with disabilities to participate in and benefit from the services, programs, or activities of a public library in all but the most unusual cases.

As noted, a public entity is not required to take any action that would result in a *fundamental alteration* in the nature of its service, program, or activity, or in undue financial and administrative burdens. In determining whether financial and administrative burdens are undue, however, *all public entity resources available for use in the funding and operation of the service, program, or activity should be considered, and the burden of proof rests with the public entity*. A decision that compliance would result in such alteration or burdens must be made by the public entity or his or her designee and must be accompanied by a written statement of the reasons for reaching that conclusion. This determination must be made by a high level official, no lower than a department head, having budgetary authority and responsibility for making spending decisions.

A Specific Note on "Carrying." The Department of Justice emphasizes in the guidelines that carrying an individual with a disability is considered an unacceptable method for achieving "program accessibility." The regulations state that carrying will thus be permitted only in *"manifestly exceptional"* cases, and only if all personnel who are permitted to participate in carrying an individual with a disability are formally instructed on the safest and least humiliating means of carrying. "Manifestly exceptional" cases in which carrying would be permitted might include, for example, programs conducted in unique facilities, such as an oceanographic vessel, for which structural changes and devices necessary to adapt the facility for use by individuals with mobility impairments are unavailable or prohibitively expensive. Carrying would not be permitted as an alternative to structural modifications such as installation of a ramp or a manlift, although it is important to note in this regard that the regulations and guidelines state that structural changes in *existing facilities* are required *only when there is no other feasible way to make the public entity's program accessible*. Thus, for example, the public entity may comply with the program accessibility requirements by delivering services at alternate accessible sites or making home visits as appropriate, although the "integrated setting," or general mainstreaming mandate, must be kept in mind in this regard.

Time Periods. Public entities are required to make any necessary *structural changes* in facilities as soon as practicable, but in any event, no later than *three years after the effective date of the regulation, by July 26, 1994*.

The regulations state that where struc-

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tural modifications are required, a *transition plan* must be developed by an entity that employs *50 or more persons, within six months of the effective date of this regulation.*

. NEW CONSTRUCTION AND ALTERATIONS

The regulations provide that buildings which are constructed or altered by, on behalf of, or for the use of a public entity shall be designed, constructed, or altered to be *"readily accessible to and usable by"* individuals with disabilities if the construction was commenced after the effective date of January 26, 1991. Facilities under design on that date will be governed by the regulations if the *date that bids were invited falls after January 26, 1991.*

There are two standards for accessible new construction and alteration: the Uniform Federal Accessibility Standards ("UFAS") or the Americans with Disabilities Act Accessibility Guidelines ("ADAAG"). Both are separate, discrete sets of new construction and alteration standards, discussion of which per se is beyond the scope of this article. It is noteworthy, however, that while as a general rule, the UFAS is not as stringent as the ADAAG, the Department of Justice has determined that a public entity is entitled to choose to comply with either the ADAAG of the UFAS.

Elevators. *Public entities* which oose, however, for whatever reason, to ollow the ADAAG, are *not* entitled to the elevator exemption contained in Title III of the Act, and implemented in the Title III regulation for new construction and alteration. This is perhaps the single most significant distinction between a privately owned library, which would be covered under Title III, and a public library, covered under Title II: section 303 (b) of Title III states that, with some exceptions, elevators are not required in facilities that are less than three stories or have less than 3,000 square feet per story. The Title II standard, (UFAS), contains no such exemption. With an eye towards equalizing the two standards, the Department of Justice has determined that an elevator exemption does not apply when public entities choose to follow the ADAAG. Thus, for example, a new two-story *public* library, whether built according to UFAS or ADAAG, would have to be constructed *with* an elevator, while a privately owned, new, two-story library facility would not.

More specifically, *whenever a public entity such as a public library undertakes new construction and/or alterations to a facility in a manner that affects or could affect the usability of the facility or part of the facility, an elevator will be required where appropriate.*

On the other hand, due to the fact that a public entity may take alternative measures with respect to the provision of its programs and services, etc., an *existing facility*, such as a standing library need not put in an elevator or undertake like alterations if it has taken alternative measures to provide its services in an equally effective manner or format.

Maintenance. The regulations provide that a public entity shall maintain in operable working condition those features of facilities and equipment that are required to be "readily available to and usable by" persons with disabilities by the Act. They further state that it is not sufficient to provide features such as accessible routes, elevators, or ramps, if those features are not *maintained* in a manner that enables individuals with disabilities to use them. Thus, inoperable elevators, locked accessible doors, or "accessible" routes that are obstructed by furniture, filing cabinets, or potted plants are neither "accessible to" nor "usable by" individuals with disabilities. The regulations note that it is, of course, impossible to guarantee that mechanical devices will never fail to operate. However, allowing obstructions, or "out of service" equipment to persist beyond a reasonable period of time would violate the Act, as would repeated mechanical failures due to improper or inadequate maintenance. Moreover, the failure of a public entity to ensure that accessible routes are properly maintained and free of obstructions, or failure to arrange prompt repair of inoperable elevators or other equipment intended to provide access would also violate the Act.

Leasing; Existing Structure. Existing buildings leased by the public entity after the effective date of Title II are subject to the program accessibility standard for existing facilities mentioned above, and to the extent the buildings are newly constructed or altered, they must also meet the new construction and alteration requirements of the regulations discussed above.

V. COMMUNICATIONS

The regulations require the public entity to take such steps as may be necessary to ensure that *communications* with applicants, participants, and members of the public with disabilities are as effective as communications with others. Thus, a public entity is required to furnish appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, the public entity's service, program, or activity.

Effective auxiliary aids to communication will vary. While in some circumstances a note pad and written materials may be sufficient to permit effective communication, in other circumstances that may prove inadequate. For example, the guidelines note that a qualified interpreter may be necessary when the information being communicated is complex, or is exchanged for a lengthy period of time, and that the factors to be considered in determining whether an interpreter is required include the context in which the communication is taking place, the number of people involved, and the importance of the communication.

The guidelines further observe that reading devices or readers should be provided when necessary for equal participation and opportunity to benefit from any service, program, or activity, such as reviewing public documents, and filling out voter registration forms or forms needed to receive public benefits. Reading devices and readers are appropriate auxiliary aids and services where necessary to permit an individual with a disability to participate in or benefit from a service, program or activity.

Telecommunications Devices for the Deaf. The regulations require that, where a public entity communicates with applicants and beneficiaries by telephone, Telecommunications Devices for the Deaf ("TDD") or equally effective telecommunications systems be used to communicate with individuals with impaired speech or hearing.

Obviously, problems could arise when a public entity which does not have a TDD needs to communicate with an individual who uses a TDD, or when the reverse is true. Title IV of the ADA addresses this problem by requiring establishment of telephone relay services to permit communications between individuals who communicate by TDD and individuals who communicate by the telephone alone. The relay services required by Title IV would involve a relay operator using both a standard telephone and a TDD to type the voice messages to the TDD user and read the TDD messages to the standard telephone user.

The guidelines note that where relay services are available, a public entity may use those services to meet the TDD requirement. The Department of Justice, however, "encourages those entities that have extensive telephone contact with the public such as ... *public libraries* ... to have TDD's to ensure immediate access." The Department further notes that "where the provision of a telephone service is a major function of the entity, TDD's should be available."

Information and Signage. The regulations require the public entity to provide information to individuals with disabilities concerning accessible services, activities, and facilities, and further require the public entity to provide signage at all inaccessible

entrances to each of its facilities that directs users to an accessible entrance or to a location with information about accessible facilities.

Duties. A public entity is not excused from compliance with the requirements of this part because of any failure to receive technical assistance.

Self-Evaluation. Under the regulations, a public entity must, within one year of January 26, 1992, evaluate its current services, policies, and practices and the effects thereof to identify and correct any that are not consistent with the regulatory requirements.

All public entities are required to do a self-evaluation. However, only those that employ 50 or more persons are required to place the self-evaluation on file and make it available for public inspection for *three years*.

The self-evaluation requirement does not stay the effective date of the statute. Public entities are, therefore, not shielded from discrimination claims during that period.

Notice. The regulations also require a public entity to disseminate sufficient information to applicants, participants, beneficiaries, and other interested persons to inform them of the rights and protections afforded by the ADA and the Regulations. Methods include:

- Publication of information in handbooks, manuals, and pamphlets;
- Display of information posters in service centers and other public places;
- Broadcast of information by television or radio.

Designation of Responsible Employee and Adoption of Grievance Procedures. This requirement mandates that public entities with 50 or more employees designate a responsible employee and adopt grievance procedures. It is the view of the Department of Justice that public entities should be required to establish a mechanism for resolution of complaints at the local level without requiring the complainant to resort to the federal complaint procedures established under the regulations. Complainants would not, however, be required to exhaust the public entity's grievance procedures before filing a complaint.

VI. ENFORCEMENT

Private parties may bring lawsuits to enforce their rights under Title II of the ADA. The remedies available are the same as those provided under Section 504 of the Rehabilitation Act of 1973, which primarily involve making the plaintiff "whole" through various forms of injunctive relief. A reasonable attorney's fee may be awarded to the prevailing party. Individuals may also file complaints with appropriate administrative agencies.

Title III authorizes the Attorney General and individuals with disabilities to pursue enforcement under the provisions of §204(a) of the Civil Rights Act of 1964. Where appropriate, available injunctive relief shall include an order to make facilities readily accessible to and usable by individuals with disabilities and may also require the provisions of auxiliary aids and services.

Title III also authorizes the Attorney General to seek injunctive relief, money damages, and civil penalties where a pattern or practice of discrimination exists. Civil penalties may be as high as $50,000 for the first offense, and $100,000 for subsequent offenses.

About the Author

Richard T. Miller, Esq., is an attorney with the Columbus law firm of Vorys, Sater, Seymour, and Pease.

ALA TO OFFER PRECONFERENCE, PROGRAM SESSION ON ADA

The Library Service to the Blind and Physically Handicapped Forum of the Association of Specialized and Cooperative Library Agencies (ASCLA) will sponsor a preconference on the Americans with Disabilities Act at the ALA's Annual Conference in San Francisco this summer. Consumer panelists will discuss the ADA and library service, and how ADA will affect your library as an employer and as a service provider. For those who cannot attend a preconference, there will also be a two-hour program on ADA during the regularly scheduled days of the Conference.

Time and locations for these two events were not available at presstime, but for more information, contact ASCLA at the American Library Association's headquarters, (800) 545-2433.

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WORKSHOP ON AMERICAN WITH DISABILITIES ACT: HOW THIS NEW LEGISLATION AFFECTS LIBRARIES

OFFERED BY THE KENT STATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE
JULY 20 - 22, 1992

JANE BIEHL - INSTRUCTOR

ATTITUDINAL BARRIERS TOWARD PEOPLE WITH DISABILITIES

" I can handle the disability, it's other people's reaction to me, and mine to them, that cause me problems."

From Harlan Hahn's Physical Differences: A Personal Quest for Understanding.

Do YOU make the mistake of adopting the following "deviancy images"? These are inaccurate images that every one of us is guilty of maintaining. People with one type of disability sometimes do not understand another type of disability either. However, these images can be very negative and lead to dehumanizing other people. Therefore,we need to be aware of these stereotypes and try not to reinforce certain attitudinal barriers. These images are especially important for librarians to be aware of because not only do we serve patrons in the library daily; but we are responsible for the selection of books, media and resources that can have a negative image without even realizing it! The following ideas are outlined in the resource Normalization by Wolf Wolfensberger. (National Institute on Mental Retardation: Toronto, 1972).

DO YOU SEE THE PERSON WITH A DISABILITY AS BEING A PERSON WHO

1) Is subhuman?

In other words the person can be destructive, needing custody? Do you consider the person to be almost "without feeling?"

You, in turn, are the "caretaker:" "attendant;" "keeper" of the 'normal' culture? Do you or your co-workers find that you "cringe" at a person with "dirty" hands using the books and magazines? Do you worry about the decor of the

room and the carpeting rather than the idea of a group of people feeling "comfortable" in the library? Do you worry about "protecting" the books (after all this is taxpayers money and that book may never come back into the building!) All of these attitudes are normal and human, but "feed" on the idea of the person being less than a decent human being worthy of the utmost respect.

2) Is a "menace" to society?

In other words "that" person should be put in prison, should be punished, ostracized or segregated. (Be careful if you immediately and indignantly say "no" on this one. What is the attitude of society in general toward persons with AIDS?)

You, on the other hand, serve as a "guard?" Do you worry when someone with a psychiatric disability is in the library because they may "harm" an innocent child? Do you worry about contracting AIDS because someone with AIDS may have handled the books (Although reason or logic tells you that AIDS can only be transmitted by direct sexual contact or blood transfusion?) Again - these fears are normal - but are reinforcing a negative stereotype for people who already have "pre-judged" attitudes towards them.

3) Object of ridicule

In other words, it is o.k. to make "jokes" about someone who is mentally ill or "different".

You, on the other hand, become the "entertainer." Do you sometimes make flippant remarks (as I thoughtlessly do) like "I am suffering from Alzheimer's or schizophrenia?" These remarks (which all of us are guilty of making) inappropriately made can really do harm or hurt the feelings of someone who has the disability or who may have a family member who possesses it.

4) Object of pity

In other words, these "poor" people need protection from the "general" demands of society.

You, on the other hand, become one of the people who contribute to "charitable" organizations, you are a loyal

member of a "religious body" or one of those helpful people who run "marathons" to assist these "poor" people who need charity. Or have you ever heard a librarian exclaiming about those "poor children" who are dirty and never take a bath without realizing the environment from which the chilkdren have come?

5) Burden of charity

In other words, workmen's compensation or industry or the taxpayer must shoulder the burden for this person.

You, on the other hand, become the trainer, work master, foreman - the one in control. Have you, like most of us (including the politicians) ever said 'Why don't these people get off welfare and get a real job without considering that the person may not have transportation; be able to find a place that will employ him or her or be facing a formidable number of barriers that will hamper efforts to gain employment.

6) Holy innocent

In other words, this person needs protection from evil.

You, on the other hand, become the member of the charitable group who "protects" these people from evil. Do you exclaim about the "terrible" books a supposedly religious person or one of those "stereotypical little old ladies" takes out rather than allow that person to make the decision about what he or she prefers to read?

7) Eternal child

In other words, this person needs nurturing and shelter much as a child does.

You, on the other hand, become the parent. Do you "hover" over a person in a whhelchair even after he tells you that he is fine and will alert you if he needs help? Do you start reading aloud to a person who is using a magnifying glass? Do you automatically talk louder to someone you notice who is wearing a hearing aid (or who has a developmental disability and is NOT hearing impaired!) Sure you do these things - we all do!!! It is in the nature of most service oriented people such as librarians to be "overhelpful" and every one of us does it! It is an attitude

however, to be conscious of so we do not diminish someone's self respect. The best guide to prevent you from doing this is to ASK THE PERSON HOW YOU CAN HELP HIM OR HER. Then, once you have helped - leave him or her alone until the person with a disability tells you otherwise.

8) Sick person

In other words, this person is a "patient" in need of "medical attention."

You, on the other hand, become the doctor; the nurse; the therapist; the counselor; the information expert; the "know it all" who can <u>really</u> take the proper care of this person. After all YOU are the person trained to use the Physician's Desk Reference and those difficult legal dictionaries. YOU are the one who can interpret the business indexes. YOU are the trained professional - not the patron. As a matter of fact - librarians tend to do this with people without a disability also! All professionals are guilty of "protecting their turf" to some degree - but when we begin to assume a superior status this is injurious to the self dignity of the patron.

If you have any one or more of these attitudes towards a person with a disability then you are creating an "attitudinal barrier." Please be aware that ALL of us possess these attitudes and have been "indoctrinated" to a certain degree by society's standards towards the young, the beautiful, the "perfect body image" etc. Also be aware of these stereotypes in your books and materials selection. We can not get beyond looking at the disability rather than the person (the superficial rather than the real genuine feelings) until we become conscious of and set aside these "devaluing" attitudes.

OUTDATED/INACCURATE TERMS AND EXPRESSIONS

We are often not aware of the biases or negative attitudes expressed in our language. Eliminating the "bad" words is as important as using the "good" words.

These words and expressions have strong negative, derogatory connotations. Avoid using them and discourage their use by others:

afflicted
cerebral-palsied
confined to a wheelchair
crazy, insane
cripple, crip
deaf and dumb
deaf mute
defective
deformed
gimp
invalid
lame
maimed
paralytic, arthritic, epileptic
poor unfortunate
retard
spastic, spaz
stricken
victim
wheelchair-bound
withered

WHAT CAN WE DO ABOUT LANGUAGE?

We can educate.

We can inform.

We can politely correct inaccurate use of language.

We can seek positive use of the communications media.

and

We can encourage a societal attitude where only positive, accurate words are acceptable in the context of any conversation!

Reprinted and distributed by:

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400 E. Campus View Blvd.
Columbus, Ohio 43235-4604
Toll-free in Ohio 1-800-282-4536, ext. 1391 (voice/TDD)
In Columbus, call 438-1391 (voice/TDD)

Reprinted with the permission of the California Governor's Committee on Employment of the Handicapped.

LANGUAGE GUIDE ON DISABILITY

A PRIMER ON HOW TO SAY WHAT YOU MEAN TO SAY

[47]

Catalog No. G 30
May 1990

Introduction

Language is powerful! It reflects, reinforces and shapes our perceptions of people. Words which reflect positive attitudes and awareness help develop positive communications.

Words about disability have been strongly affected by legal, medical and political terms. Consequently, our daily language is filled with technical terms which often do not convey our intended social messsage and which are further complicated by personal styles and preference.

The suggestions in this brochure are provided as a guide to improve language usage. Most suggestions are just common sense, but others are a matter of becoming aware of appropriate, *current* terminology. Using the right words can make a dramatic difference in both our private and public communications!

EXAMPLES OF GOOD AND BAD USAGE

Language should accurately portray an individual or situation. It should emphasize the **person rather than the disability.**

DON'T SAY ...

"Mr. Lee is a ***crippled teacher*** and ***confined to a wheelchair.*** All of his students are ***normal.***

BUT INSTEAD, SAY ...

"Mr. Lee is a ***teacher with a disability.*** He is a ***wheelchair user.*** All of his students are ***nondisabled.***

DON'T SAY ...

"A large bank in Southern California modified its building for its ***handicapped employees and customers.*** Subsequently, the bank initiated an on-the-job managerial training program which included ***afflicted college seniors.*** Participants included those ***stricken with various conditions."***

BUT INSTEAD, SAY ...

" A large bank in Southern California modified its building for its ***employees and customers with disabilities.*** Subsequently, the bank initiated an on-the-job managerial training program which included ***college seniors with disabilities.*** Participants included ***individuals who had either cerebral palsy, a mental/emotional disablity or a hearing impairment.***

PREFERRED TERMS AND EXPRESSIONS

These words and expressions are currently preferred and reflect a positive attitude. Some language is "trendy" and meanings may vary depending on context or locale.

blind
deaf
developmentally disabled
differently able
disabled
hearing impaired
mentally/emotionally disabled
mentally restored
mentally retarded
mobility impaired
multi-handicapped
nondisabled
paralyzed, paralysis
persons with cerebral palsy
persons with disabilities
persons with paraplegia
seizure
visually impaired
wheelchair-user

Again, the ideal is to incorporate these words into our language in a way that expresses the dignity of the person.

Ten Do's & Don'ts when You Meet a Person with a Disability

1. Offer assistance as you would to anyone else, for example, to push a wheelchair or to guide a person who is blind. The person will indicate whether or not the help is needed, and "no, thank you" must be respected. Most people who are disabled will not hesitate to ask for needed help and will be specific as to how it should be given; for example, a person who is blind usually prefers to take your arm rather than to have you grab his or hers.

2. Noticing an obvious disability is not rude; however, asking personal questions about it is inappropriate.

3. Always talk directly to a person who is disabled rather than to the person who may be accompanying him or her. Never talk about a person who is disabled to the person he or she is with as if the person does not exist. This includes an interpreter for a person who is deaf.

4. Do not be concerned if you use the words "walking" or "running" when talking to a person who uses a wheelchair, or "do you see?" when talking to a person who is blind. People with disabilities use these words themselves and think nothing of it.

5. Do not avoid using words like blind or deaf when associating with people with these disabilities. People with disabilities are aware of their disabilities and do not need to be shielded from the facts.

6. When talking to a person who uses a wheelchair for any length of time, it is better to sit down in order to be at the same eye level. It is very tiring for a person to look up for a long time.

7. Be sensitive to architectural barriers in your facility. Be aware of federal and state laws that may apply to eliminating architectural barriers in your establishment. Everyone must be concerned and alert to this very real problem.

8. Remember that if a person does not turn around in response to a call, it may be that he or she is deaf. A light tap on the shoulder to get a person's attention makes sense.

9. Never gesture about a person who is blind to someone else who may be present. This will inevitably be picked up and make the person who is blind feel that you are "talking behind his or her back."

10. Lip reading by persons who are deaf can be aided by being sure that the light is on your face and not behind you, and by taking all obstructions such as pipes, cigarettes or gum out of the mouth, keeping the lips flexible and speaking slowly. Additional communication could include body language, pantomine and gestures of all kinds and written communication if necessary.

Adapted from: *Serving Disabled People: An Informational Handbook for Libraries*
By Ruth Velleman

Reprinted by the Ohio Governor's Council on People with Disabilities, 400 E. Campus View Blvd., Columbus, Ohio 43235-4604, (614)438-1391, or toll-free 1-800-282-4536, ext.1391.

Revised 1/90

Catalog No. G-16

APPENDIX C

DIRECTORY LISTINGS OF LIBRARIES SURVEYED

The following information has been copied from the American Library Directory, 1992-93.[32]

ALLIANCE — 23,376

RODMAN PUBLIC LIBRARY, 215 E Broadway St, 44601-2694. SAN 313-1858. Tel 216-821-2665. FAX 216-821-5053. *Dir* Harriet M Clem; *ILL & Ad* Michelle Dillon; *Ch* Judith Hookway; *Tech Serv* Christine Kirven; *Ref* Leah Agnoni; *Bkmobile Coordr* Betty-Jo Sutherin; *Br Head* Roselyn Stephens. Staff 37 (prof 6, nonprof 2, cler 24, student assts 5)
Founded 1904. Pop served 37,960
1991 Income $1,282,879 (incl state $1,127,541, coop lib $69,770, gen inc $85,568) Mats Exp $292,431, Bks $206,985, Per $42,419, Presv $796, AV Mats $30,414, Database Fees $9707, Fee Paid to Coops $2100, Plt Op & Maint $153,656; Sal $588,731 (total prof $204,662; total nonprof $384,069)
1992 Projected Income $1,505,924
Library Holdings: Bk titles 109,200, vols 152,420; Per sub 605, vols bd 1180; CD ROM titles 3; Micro — Fiche 41,350, film 1128; AV — Rec 2262, V-tapes 1929, Flm 145, Fs 332, Slides 411, Maps, Art repro 264. VF 35 (incl Alliance hist)
Special Collections: Original Drawings by Brinton Turkle. Oral History
Automation Info: Nine IBM-PC models in use; shared (network/utility) computer also. Terminals - Staff use only. Acquisitions - Data Trek. Cataloging - Bibliofile
Publications: Bibliographies; Genealogies; Periodical Holdings of Selected Stark County Libraries
Partic in Dialog
Bookmobiles: 1

CANAL FULTON — 4157

CANAL FULTON PUBLIC LIBRARY,* 154 E Market St NE, 44614. SAN 313-2285. Tel 216-854-4148. *Dir* Tom Brownfield; *Ch* Sharon Burnley; *Cat* Barbara Williams. Staff 9 (prof 2, cler 7)
Founded 1937. Pop served 17,340; Circ 186,000
Ann Income $427,019 (incl state $369,701) Mats Exp $71,889, Bks $55,417, Per $9024, Sal $131,150
Library Holdings: Bk vols 38,822; Per sub 210; Micro — Film 32; AV — Rec, A-tapes, Flm, Fs, Maps. VF 12
Partic in Mideastern Ohio Libr Orgn

CANTON — 84,161

STARK COUNTY DISTRICT LIBRARY,* 715 Market Ave, 44702-1080. SAN 355-6441. Tel 216-452-0665, Ext 205; Interlibrary Loan Service Tel No. 453-7951. TWX 810-432-9072. TTY 216-452-8206. FAX 216-452-0403. *Dir* Nancy B Johnston; *Asst to the Dir* Marjorie Baker; *Pub Rel & Bldg Serv Coordr* Carolyn Dick; *AV* Thomas E Dick; *FA* John W Callahan; *Acq* J Geraldine Cobedesh; *Ad* Penny L Marshall; *Bkmobile Coordr* Chloe Creech; *Clerk Treasurer* Scott Morgan; *Dep Clerk* Judy Dean; *Tech Serv* Open; *Maint* William Muzzy; *Humanities* Mary Ann Renner; *Per* David Krajci; *Ch* Ann Longenecker. Staff 144 (prof 18, cler 126)
Founded 1884. Pop served 1,286,092; Circ 2,370,681
1990 Income $4,900,000. Mats Exp $902,179, Bks $541,672, Per $245,461, AV Mats $115,046, Plt Op & Maint $144,114; Sal $2,170,118 (total prof $1,576,417; total nonprof $593,701)
Library Holdings: Bk vols 643,680; Per micro bd 25,032; Local Authors Publications 300; AV — Rec 17,748, A-tapes, Flm 811, Fs 562, Slides 7838, Maps, Cht, Art repro. VF 183 (incl biog, occupational & bicentennial mat)
Special Collections: Family History (Genealogy), bks, microfilm; Minority Literature (Black History); Local Author Coll. Oral History. State Doc Dep
Automation Info: LIBS 100 (mini) in use. Terminals - Circ 19, ref 17; staff use only. Circulation - CLSI (turnkey system). ILL - OCLC
Partic in Mideastern Ohio Library Orgn; OCLC
Special Services for the Deaf - TTY 216-452-8206. Holdings: High interest/low vocabulary bk vols 1500; Bks on deafness & sign language 1000 Special Services - Books for the Handicapped/Disabled 150 vols, 3000 pamphlets
Branches: 8
Community Center, 1400 Sherrick Rd SE, 44707. SAN 326-7431. Tel 216-453-8042. *Librn* Linda Bennett
Bk vols 11,089
Special Collections: Black Hist Coll, 150 Vols
DeHoff, 216 Hartford Ave SE, 44707. SAN 355-6476. Tel 216-452-9014. *Librn* Carole L Angerman
Bk vols 26,424
Special Collections: Jewish History Coll 1000 Vols

East Canton Branch, 113 W Nassau St, East Canton, 44730. SAN 355-6506. Tel 216-488-1501. *Librn* Phyllis Jenkins
Bk vols 19,777
Hartville Branch, 411 E Maple St, Hartville, 44632. SAN 355-6530. Tel 216-877-9975. *Librn* James Chivers
Bk vols 26,111
North, 189-25th St NW, 44709. SAN 355-6565. Tel 216-456-4356. *Librn* Donald E Holland
Bk vols 72,624
Perry Heights, 4001 13th St SW, Massillon, 44646. SAN 355-659X. Tel 216-477-8482. *Librn* Gretchen J Holland
Bk vols 35,550
Sandy Valley, RD 1, Magnolia, 44643. SAN 355-662X. Tel 216-866-3633. *Librn* Gloria English
Bk vols 18,627
Madge Youtz Branch, 2113 14th St NE, 44705. SAN 355-6654. Tel 216-452-2618. *Librn* Hilary Powell
Bk vols 15,422
Bookmobiles: 4

LOUISVILLE — 8087

LOUISVILLE PUBLIC LIBRARY, 700 Lincoln Ave, 44641-1474. SAN 313-5837. Tel 216-875-1696. *Dir* Betsy E Ketchum; *Asst Dir & Ref* Barbara Digianantonio; *Ch* Cathy Brown; *Circ* Karen Conner; *Tech Serv* Jodi Maher; *School Colls* Linda Melegari; *AV* Kathie Hughes. Staff 12
Pop served 13,000
1991 Income $507,467 (incl state $455,415, other $52,052) Mats Exp Bks $73,112, Per $8718, Presv $954, AV Mats $25,823, Fee Paid to Coops $5369; Sal $269,649
Library Holdings: Bk vols 107,519; AV — Rec 7177, A-tapes 1303, V-tapes 974, Flm 60, Fs 28, Slides 1550. VF 46
Special Collections: Constitution; Local History
Partic in Mideastern Ohio Libr Orgn

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MASSILLON — 31,007

MASSILLON PUBLIC LIBRARY, 208 Lincoln Way E, 44646. SAN 356-8474. Tel 216-832-9831. FAX 216-832-8273. *Dir* Camille J Leslie
Founded 1897. Pop served 34,949; Circ 464,186
1991 Income $1,170,492 (incl fed $10,326, state $983,906, county $26, gen inc $37,291, other $138,942) Mats Exp $213,578, Bks $147,209, Per $14,407, Other Print Mat $43, Presv $54, AV Mats $28,849, AV Equip $1315, Machine Read Mat $5692, Database Fees $135, Fee Paid to Coops $9570, Plt Op & Maint $7297, Furniture & equipment $6284; Sal $526,626 (total prof $291,070, admin & mgr prof $264,294, libr, area & subj spec $26,776; total nonprof $235,556, tech $19,528, serv $47,795, cler $153,424, students $14,809)
1992 Projected Income $1,106,658
Library Holdings: Bk vols 152,095; Per sub 238; CD ROM titles 4; Micro — Fiche 12,806, film 745; AV — Rec 3182, A-tapes 3023, V-tapes 1306, Flm 27, Fs 186, Compact discs 515; kits 409. VF 32 drawers; 160,000 items
Subject Interests: Cooking, gardening
Special Collections: Communal Societies of the United States; Early Ohio & Quaker History (Rotch-Wales Coll), mss; Lillian Gish Coll, letters, bks, films, videos, clippings
Automation Info: Micro model in use; shared (network/utility) computer also. Terminals - 9; staff use only
Publications: Annual report; Quarterly newsletter; Teachers newsletter
Partic in Mideastern Ohio Automated Circ Syst; Mideastern Ohio Libr Orgn; Northern Ohio Film Circuit
Branches: 3
Brewster Branch, 245 W Fifth St, Brewster, 44613. SAN 356-8504. Tel 216-767-3913. *Librn* Mary Lou Klein
Bk titles 8372, vols 12,364
Navarre Branch, 148 N Main St, Navarre, 44662. SAN 356-8539. Tel 216-879-2113. *Librn* Mildred Brainerd
Bk titles 8381, vols 12,523
West Side Branch, 628 Tremont Ave SW, 44647. SAN 356-8563. Tel 216-833-4271. *Librn* Doris Dean
Bk titles 15,820, vols 17,798

MINERVA — 4318

MINERVA PUBLIC LIBRARY, 677 Lynnwood Dr, 44657-1250. SAN 313-6256. Tel 216-868-4101. FAX 216-868-4267. *Dir* Judith Z Phillips. Staff 9 (prof 1, nonprof 8)
Founded 1910. Pop served 13,000; Circ 130,900
1990 Income $398,285 (incl state $371,764, gen inc $26,500) Mats Exp $87,959, Bks $69,691, Per $8494, Presv $909, AV Mats $5665, Machine Read Mat $385, Fee Paid to Coops $3100, Plt Op & Maint $8300; Sal $184,308 (total prof $31,901; total nonprof $118,934, tech $12,520, serv $6222, cler $99,466)
1991 Projected Income $425,175. Projected Mats Exp $410,000
Library Holdings: Bk titles 57,000, vols 63,792: Per sub 200, vols bd 290; AV — Rec 2011, A-tapes 709, Fs 165, Art repro 245
Subject Interests: Clowns & circus, local genealogy
Special Collections: Gypsies Coll

Automation Info: Two Apple IIe models in use. Terminals - Staff & patrons use
Partic in Mideastern Ohio Libr Orgn

NORTH CANTON — 14,748

NORTH CANTON PUBLIC LIBRARY, 185 N Main St, 44720. SAN 357-0150. Tel 216-499-4712. FAX 216-499-7356. *Dir* Eileen Flowers; *Head of Juvenile Dept* Carol Sollie; *Ref* Maria Meymarian; *Circ* Geraldine Chufar
Founded 1928. Pop served 21,000; Circ 263,016
1990 Income $634,538 (incl state $547,509, gen inc $52,130, other $54,919) Mats Exp Bks $85,889, Per $8439, Presv $3026, AV Mats $3021, Plt Op & Maint $103,300; Sal $361,594
1991 Projected Income $651,142
Library Holdings: Bk titles 56,153, vols 67,888; Per sub 280; AV — Rec 2016, Flm 4, Art repro 150. VF 2100 files
Subject Interests: Art
Automation Info: Gaylord Galaxy model in use. Terminals - Admin 3, circ 3, ref 2, tech serv 3; staff use, patrons use 13
Mem of Mideastern Ohio Libr Orgn
Branches:
Greentown Branch, 3300 Myers St, Greentown, 44630. SAN 357-0185. Tel 216-499-3971. *Librn* Jean Shelly
Bk titles 8000, vols 11,000

APPENDIX D

THE INTERVIEW GUIDE

A. Explanation of the guide for the interviewer

Dr. Robert Wubbolding developed what he calls the "cycle of counseling" as a teaching analogy for Dr. William Glasser's earliest teaching of Reality Therapy (a form of counseling); Reality Therapy procedures were originally taught as eight specific steps, but in current practice, both procedures and environment are seen as part of a cycle which may be appropriately entered at any place. Dr. Wubbolding used the mnemonic WDEP for understanding the most important procedures used in Reality Therapy, and it is the purpose of this researcher to use the WDEP system as the basis of an interview guide.

Each letter--WDEP--stands for a cluster of possible questions to be explored with the interviewee; the researcher's goal is to get as much information as possible from the respondent on the five major questions, each of which is directly related to one of the subobjectives of the study. Possible questions in any cluster will be asked only to keep the respondent "on track" or to help the respondent clarify responses. Sequence of asking the main research questions is to be decided at the interview; the cycle should be entered at the question judged most appropriate for the respondent and circumstances of the interview.

The entire interview is to be tape-recorded. The interview guide may be used to record factual data, points the respondent has particularly stressed, body language of the respondent, circumstances of the interview process, and/or impressions of the interviewer.

B. The Interview Guide

W = WANTS. Explore the wants of the respondent.

What do they want from the training programs? Are the programs satisfying to them? Where do they want to be in a year, five years, etc. with this type of program? These types of questions may be difficult to answer; wants are not always defined clearly and precisely, and they are continually changing. What do the respondents want that they are getting and NOT getting? How much does the respondent want to reach stated goals?

The two main research questions to be answered are

(1) **What are the goals and objectives of the training programs?**

(2) **How would the respondent describe a "model" or "ideal" training program for the library staff?**

D = DIRECTION AND DOING

What actual practices are currently being carried out in the areas of staff training about disabilities? What programs are in effect? In what direction are the programs going? Explore specific incidents or examples in a detailed manner if possible.

The main research question to be answered is

(1) **What disability training programs currently exist in this library?**

E = EVALUATION

This component takes many forms, and only rarely will every form of evaluation be used. The goal is to get the respondent to evaluate what he or she wants in relation to what is currently being done. Is what the respondent wants realistic or attainable? Is what they are doing now helpful? Is what they are doing helpful to others? Is what they are doing helping them to meet their goals? Is what they are doing in line with or against explicit laws or library policies? Is what they are doing helping the library achieve its goals or provide a high quality service? Is their plan of action realistically attainable and helpful?

The main research question to be answered is

(1) How effective do you judge your current programs to be?

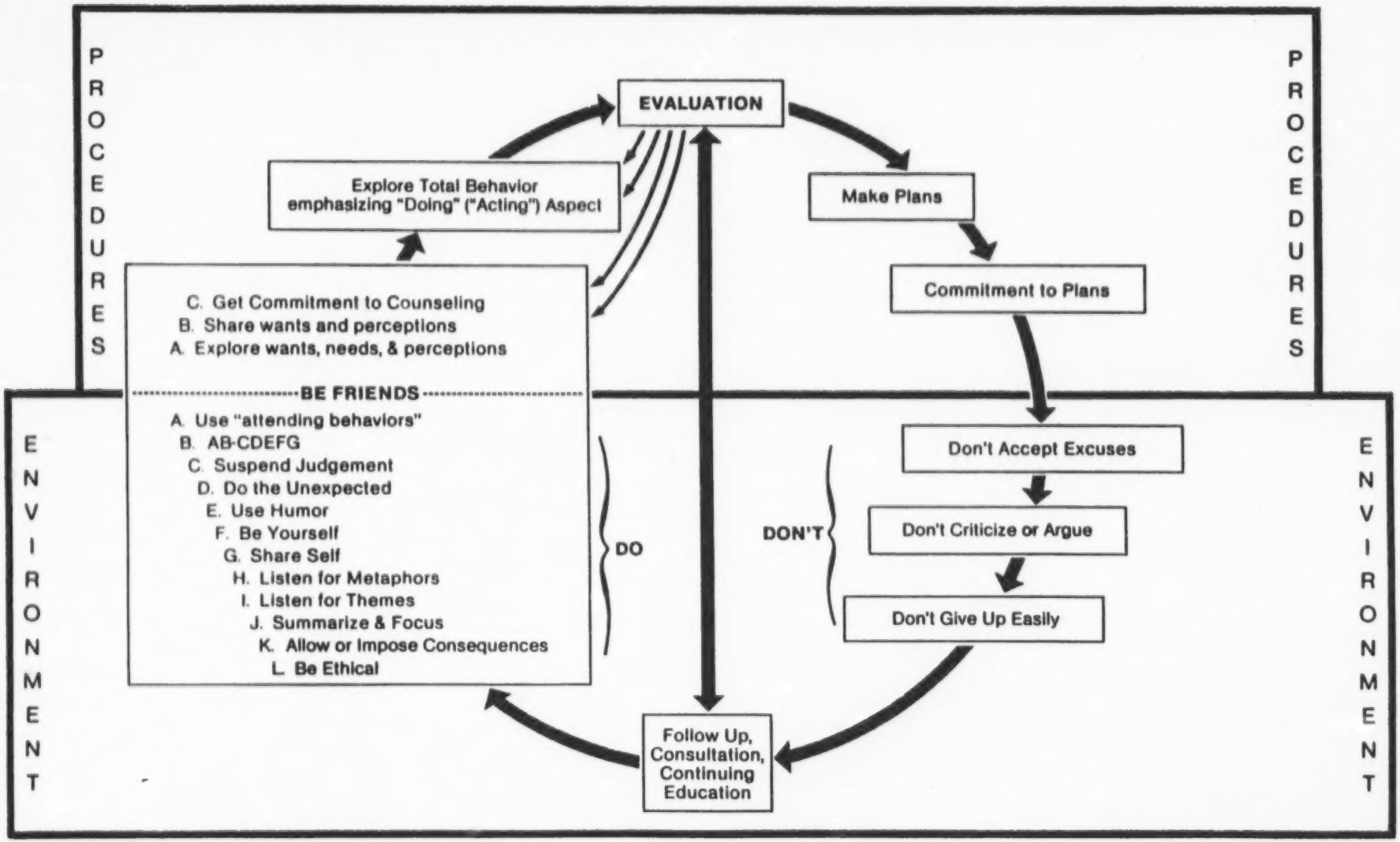
P = PLANNING

The planning component, to be effective, must be preceded by the other components. At the planning stage, a look to the future is crucial. Where do you want to go from here? What will you do differently? What is your plan? Has a plan been formulated? Is there any commitment to a plan? Points to consider when questioning respondents about plans for the future are as follows: Is the plan simple? Is it attainable? Is it measurable (precise, exact, or clear)? Is the plan immediate? If not, when will it be executed? Is the plan consistent? Is the plan controlled by the planner?

The main research question to be answered is

(1) What future plans does the library have for this type of training program?

CYCLE OF COUNSELING USING REALITY THERAPY



Adapted by **Robert E. Wubbolding, EdD**
from Basic Concepts of Reality Therapy,
Institute for Reality Therapy, Los Angeles, 1986

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School of Library and Information Science
(216) 672-2782
Fax 216-672-7965

Kent STATE UNIVERSITY
P. O. Box 5190, Kent, Ohio 44242-0001

Date

Name (Library Director)
Library Name
Library Address

Dear (Library Director's name),

Thank you for agreeing to take part in the research project, "Training the Library Staff About Disabilities: A Model for Investigating Staff Education Tested in Seven Public Libraries." I am sending this letter, as promised during our recent telephone conversation, to confirm my interview with (respondent's name) on (date of interview) at (time of interview) at (library name--place of interview).

As we briefly discussed, the research objective is to identify and examine current or planned programs dealing with staff education about disabilities in the public library setting. I will be asking (respondent's name) five research questions, as follows:

1. What are the goals and objectives of the training programs?
2. How would you describe a "model" or "ideal" training program for the library staff?
3. What disability training programs currently exist in this library?
4. How effective do you judge your current programs to be?
5. What future plans does the library have for this type of training program?

I will be tape recording the interview, and (respondent's name) will be encouraged to discuss answers in as much or as little detail as desired; the interview is expected to take from one to two hours. Although the seven Stark County Libraries will be named in the research report, individual respondents' names will not be mentioned, and names of the libraries will not be connected with the responses; confidentiality of the interview data will be maintained. Interview tapes will be used only for preparation of the report; they will remain in the hands of this investigator (Sally A. Theiss, Graduate Student, Kent State University School of Library and Information Science)

until the report has been completed; tapes will then be destroyed.

Risks involved in this research should be no greater than those encountered in everyday life. Taking part in this project is entirely up to you, and no one will hold it against you if you decide not to participate. If you do take part, you may stop at any time.

If you want to know more about this research project, please call me at (216) 499-1997; you may also call my advisor, Dr. Rosemary R. DuMont, at (216) 672-2782. The project has been approved by Kent State University. If you have questions about Kent State University's rules for research, please call Dr. Eugene Wenninger, Dean of the Office of Research and Sponsored Programs, telephone (216) 672-2070.

You will get a copy of the enclosed consent form.

Your help in completing this research project is greatly appreciated. The finished research report should provide an in-depth description of local training programs and a chance to compare current practices. All participants will receive copies of the finished report.

Sincerely,

Sally A. Theiss,
Graduate Student
Kent State University
School of Library and
Information Science

School of Library and Information Science
(216) 672-2782
Fax 216-672-7965

Kent STATE UNIVERSITY
P. O. Box 5190, Kent, Ohio 44242-0001

CONSENT FORM: Training the Library Staff About Disabilities: A Model for Investigating Staff Education Tested in Seven Public Libraries

CONSENT STATEMENTS:

1. I agree to take part in this project. I know what I will have to do and that I can stop at any time.

_____ _____
Signature of Interviewee Date

2. I agree to audio taping at_____

on_____.

_____ _____
Signature of Interviewee Date

3. I have been told that I have the right to hear the audio tapes before they are used. I have decided that I:

___want to hear the tape ___do not want to hear the tape

4. Sign now below if you do not want to hear the tapes. If you want to hear the tapes, you will be asked to sign after hearing them.

Sally A. Theiss and other researchers approved by Kent State University may ___ may not ___ (check one) use the tapes made of me. The original tapes or copies may be used for:

___this research project ___teacher education

___presentation at professional meetings

_____ _____ _____
Signature of Interviewee Date Address

_____ _____ _____
Signature of Library Director Date Address

APPENDIX G

MATRIX FORMAT FOR INTERVIEW DATA

	Libraries						
Research Question	A	B	C	D	E	F	G
1) What staff training programs on disabilities currently exist in this library?							
2) What are the goals and objectives of the training programs?							
3) How would you describe a "model" or ideal training program for the staff?							
4) How effective do you judge your current programs to be?							
5) What future plans does the library have for this type of training program?							

Note: The most important themes in respondents' answers will be coded and arranged in the matrix format as part of the concept book approach of qualitative content analysis.

ENDNOTES

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[2]Ibid.

[3]Leonard M. Harrod, The Librarians' Glossary of Terms Used in Librarianship, and the Book Crafts, and Reference Book (New York: Seminar Press, 1971), pp. 26-7.

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[6]Lawrence G. Perry, ed., ADA Compliance Guidebook: A Checklist for Your Building (Washington, D.C.: Building Owners and Managers Association International, 1991), p. i.

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[8]Ibid.

[9]Ibid., p. 682.

[10]Perry, op. cit., p. 6.

[11]Jane Biehl, "Americans with Disabilities Act Workshop" (Kent, Ohio: Kent State University School of Library and Information Science, July 20-22, 1992).

[12]Perry, op. cit., p. 6.

[13]P.L. 101-336, Section I(b), Section 3, as quoted in Kieth C. Wright and Judith F. Davie, Serving the Disabled: A How-To-Do-It Manual for Librarians (New York: Neal-Schuman Publishers, Inc., 1991), p. 1.

[14]U.S. Code 706 (7) B, Supplement V (1981), as quoted in Kieth C. Wright and Judith F. Davie, Serving the Disabled: A How-To-Do-It Manual for Librarians (New York: Neal-Schuman Publishers, Inc., 1991), p. 1.

[15]James A.H. Murray, ed., The Oxford English Dictionary (London, England: Oxford University Press, 1961), p. 44.

[16]Harrod, op. cit., p. 378.

[17]Ibid., p. 524.

[18]James A.H. Murray, ed., The Oxford English Dictionary (London, England: Oxford University Press, 1961), p. 763.

[19]Ibid., p. 239.

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[21]Robert T. Begg, "Disabled Libraries: An Examination of Physical and Attitudinal Barriers to Handicapped Library Users," Law Library Journal 72 (Summer 1979): 513.

[22]Kieth C. Wright, Library and Information Services for Handicapped Individuals (Littleton, Colorado: Libraries Unlimited, Inc., 1979).

[23]Kieth C. Wright and Judith F. Davie, Library and Information Services for Handicapped Individuals (Englewood, Colorado: Libraries Unlimited, Inc., 1989), p. xi.

[24]Kieth C. Wright and Judith F. Davie, Serving the Disabled: A How-To-Do-It Manual for Librarians (New York: Neal-Schuman Publishers, Inc., 1991), p. ix.

[25]Henry C. Dequin, Librarians Serving Disabled Children and Young People (Littleton, Colorado: Libraries Unlimited, Inc., 1983), p. 28.

[26]Ibid., pp. 77-78.

[27]Ruth A. Velleman, op. cit., p. 188.

[28]American Library Directory 1992-93 (New Providence, New Jersey: R.R. Bowker, 1992).

[29]Robert E. Wubbolding, "Cycle of Counseling Using Reality Therapy" (Cincinnati, Ohio: Center for Reality Therapy, 1986).

[30]Barbara Mostyn, "The Content Analysis of Qualitative Research Data: A Dynamic Approach," in The Research Interview: Uses and Approaches, ed. Michael Brenner, Jennifer Brown, and David Canter (New York: Academic Press, 1985), pp. 115-45.

[31]Ibid., p. 144.

[32]American Library Directory 1992-93 (New Providence, New Jersey: R.R. Bowker, 1992), pp. 1431, 1437, 1438, 1476, 1479, 1481, 1482, 1485.

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